SYLLABUS
Psychology 4390.001: Feminism & Psychology as a Human Science¹
Spring 2017
Tuesdays and Thursdays, 2:00 – 3:15 in OCNR 133

Dr. Lisa Comparini
Office hours: M: 9:00 – 11:00, T, Th: 11:00 – 12:00, W: 10:00 – 11:00
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COURSE DESCRIPTION
Is science possible within a feminist framework? Are feminist approaches reconcilable with scientific methods? Science might be said to be the objective empirical pursuit of natural facts, and feminist approaches to science encourage us to question such fundamental tenets of science. In this course, we will examine the proposition that knowledge is produced, situated/constructed rather than a universally discovered collection of material facts. We will discuss issues of materiality in science (i.e., empiricism vs. rationality) relying on a broad range of feminist scholarship including feminist philosophy and history of science, cultural and critical science studies, feminist deconstructions of science, and feminist engagements with science.

LEARNING OBJECTIVES

1. Describe and critically evaluate the argument that there is a masculine bias at the heart of most academic disciplines, methodologies, and theories.
2. Explain what it means to place women at the center of knowledge-making and of discourse across disciplinary boundaries.
3. Describe and account for ways that science is embedded in society and culture.
4. Critically analyze and evaluate some of the myths regarding women and science that improperly dichotomize the social and the natural worlds.

Some of the readings are in Evelyn Fox Keller & Helen E. Longino (Eds.), 1996: Feminism and Science. Oxford University Press: Oxford. You might consider buying the book – though this is not required - as it is an important and pivotal collection of work, including those we won’t cover in class. I’ve noted “Also in F&S” where appropriate.

Also, consider using the Stanford Encyclopedia of Philosophy (http://plato.stanford.edu/entries/feminism-epistemology/) for concise and cogent entries on many important concepts. It’s also a handy way to look up keywords and confusing concepts (beyond Wikipedia, of course 😊).

COURSE REQUIREMENTS:

Attendance and Participation (30 points): Attendance is required at all class meetings for several reasons. First, this course will be, in part, discussion based (this is part of the participation part!). Therefore, your interpretations, insights, experiences, and point of view will be an integral and necessary part of the class. Because of this, it is expected that you come to class prepared to discuss the readings in great detail. Second, I will occasionally assign in-class work (this is also part of your participation) to be turned in during class. These assignments cannot be completed outside of class and cannot be made up if you are absent on the day it is assigned. Missed in-class work will be reflected in your participation grade.

¹ This topics course counts towards the minor in Women and Gender studies.
**Reading and Homework Assignments:** The schedule of reading assignments is listed at the end of this syllabus. Assigned readings must be read prior to the class meeting under which they are listed as they will provide you with a foundation for class discussion. They will also prepare you for any in-class work and exercises. You may be able to find some of these readings online and I have made copies available at the library on reserve for you to copy.

**In-class Discussion Leader (5 points each X 4 = 20 points total) and discussion leader Blackboard posts (10 points each X 4 = 40 points total):** Throughout the course of the semester, you will be given the opportunity to lead class discussions as part of a small group of peers in the class. You will be assigned to four groups who will be scheduled to lead discussion on 4 separate occasions throughout the semester. In preparation for these discussions, group members will post summaries of the assigned readings prior to class and the students who are not assigned to be facilitators will post short responses to these. These discussions (both in-class and on Blackboard) along with discussions about the assigned articles, will help prepare you to write your final course paper.

**Section papers (40 points each X 2 = 80 points total):** There will be 2 short papers (around 4-6 pages) covering material from the early and middle sections of the course readings. The emphasis will be on demonstrating emerging competence of the learning objectives listed above. Further instructions will be given in a separate handout.

**Final Paper (100 points):** Each student will write a final paper (around 8-10 pages) synthesizing material from the course. Specific instructions will be given in a separate handout. This will serve as the final exam for the course.

**Blackboard discussion preparation (5 points X 6 required = 30 points total):** As mentioned above, discussion leaders will post summaries of the readings for which they are assigned to be discussion leaders. The rest of the class will post responses to these summaries in preparation for discussion. Each of you is asked to post at least 6 of these responses throughout the semester (on weeks that you are not assigned to be a discussion leader).

We will also use Blackboard for posting important class documents including the syllabus, specific instructions for the various writing assignments, announcements, etc.

**GRADING:**

1. In-class Participation 30 points total (10%)
2. Blackboard discussion participation 30 points total (10%)
   5 points each (X6)
3. Blackboard discussion leader posts 40 points total (13%)
   10 points for each post (X4)
4. In-class discussion leader 20 points (6%)
   5 points for each discussion (X4)
5. Section papers 80 points total (27%)
   paper 1 40 points
   paper 2 40 points
6. Final paper 100 points (33%)

**TOTAL 300 points**
Letter Grades will be determined as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>270 – 300</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>240 – 269</td>
<td>80-89%</td>
<td>Very Good</td>
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<tr>
<td>C</td>
<td>210 – 239</td>
<td>70-79%</td>
<td>Satisfactory</td>
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<tr>
<td>D</td>
<td>180 – 209</td>
<td>60-69%</td>
<td>Pass but unsatisfactory</td>
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<tr>
<td>F</td>
<td>Below 180</td>
<td>Below 60%</td>
<td>Failure</td>
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SCHEDULE & READINGS

I. Introductions and Theories. We’ll start the class with a general introduction and background to the course, feminist science studies, and the concept of science, its close associates, and feminist science in particular.

Week 1 (Jan 19): Introduction to the course and discussion of learning objectives

Week 2 (Jan 24, 26): Introduction: Science & Materiality, Science vs. Materiality

Week 3 (Jan 31, Feb 2): Feminist Empiricism, and Epistemic Privilege

Week 4 (Feb 7, 9): Strong Objectivity, Feminist Standpoint Theory

Week 5 (Feb 14, 16): Situated Knowledges, Feminist Epistemologies

Week 6 (Feb 21, 23): Intersectionality in Feminist Science Studies

Week 7 (Feb 28, Mar 2): Ignorance and Agnatology (SHORT PAPER #1 DUE)
Il. Delving deeper into feminist science. At this point in the course, we’ll turn to topics that have received in-depth feminist science studies treatment. The conceptual case studies are informed by and exemplify the general principles discussed in previous weeks, and also provide new and important concepts and insights.

Week 8 (Mar 7, 9): Biobodies (Cells, Genes, the Brain)

**NO CLASS MARCH 14 or 16 – HAPPY SPRING BREAK!!**

Week 9 (Mar 28, 30): Evolution and Female sexuality

Week 10 (Apr 4, 6): Neuropsychology (SHORT PAPER #2 DUE)

Week 11 (Apr 11, 13): Human/Non-Human (Humans, Animals, & Cyborgs)

Week 12 (Apr 18, 20): Gender & Sex

Week 13 (Apr 25, 27): Sexuality

Week 14 (May 2): Sexuality, continued

Week 15 (May 2): Final wrap – up and meetings for final papers
Final Exam/Paper: Tuesday, May 9 at 1:45 – 4:15. Please turn in final papers to my office.
ACADEMIC HONESTY
As a member of the professional community here at TAMUCC, I expect you to fulfill your academic obligations through honest and independent effort. In a community of scholars committed to truth, honesty in our academic efforts supports the code of ethics by which we live and is considered the standard by which all students and faculty are held accountable. Dishonesty in academic work is grounds for being dropped from the course with a failing grade. Don’t hesitate to ask me if you have questions about what is right and what is wrong. Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/General/general.html and if you have any questions or are unclear about anything, by all means please talk with me or contact someone at the Tutoring and Learning center http://falcon.tamucc.edu/~tlcweb/si.htm before engaging in any questionable behavior. We will make use of APA style for all citations, references, etc. so I encourage you familiarize yourself with how this is done (check here http://owl.english.purdue.edu/workshops/hypertext/apa/introduction.html for a nice summary and introduction to using APA style in your writing).

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.